

LEP Exit Criteria Guidelines, by High Interest States

State	Decision Level	ELP Test and Number of Proficiency Levels	Minimum Proficiency Level on ELP Test ¹	Other (test scores, grades)	Teacher/Staff Evaluation	Parent Opinion
California	district	CELDT (5)	High end of Intermediate overall score (sub-skill scores of Intermediate or higher considered)	CST ELA, grades	Yes	Yes
Florida	district	CELLA (4)	Proficient (other norm-referenced tests may be substituted for CELLA)	Comparable CRTs, grades, student interview	Yes	Yes
New York	district	NYSESLAT (4)	Proficient (on combined L/S and R/W scores)	No	NI	NI
Oregon	district	ELPA (5)	Advanced (highest level), but with flexibility given to districts	No	Yes	Yes
Texas	district	TELPAS (3)	Advanced (high)	ITBS or TAKS (English)	Yes	Yes
Washington	state	WLPT II (5)	Transitional level (highest level)	No	No	No
Nebraska, South Carolina, West Virginia ¹ , Louisiana ²	district	ELDA (5)	ELDA scores of various combinations (4s and 5s)	Pending on district determination	Yes	No
Arizona	district	AZELLA (5)	Advanced (highest level), but with flexibility given to districts	No	yes	no

¹Virginia – other formative results, school records for determination

²Louisiana – the department of Education will likely recommend a lower cutoff score for exiting programs. Must score 5 out of 5 possible levels.

Idaho	district	³ IELA (5)	Fluent level and 1 of the following:	⁴ see below	Yes	No
Alabama Delaware District of Columbia Georgia Illinois Maine Mississippi New Hampshire New Jersey North Carolina North Dakota Oklahoma Pennsylvania Rhode Island South Dakota Vermont Virginia Wisconsin	district	⁵ WIDA (6)	WIDA ACCESS Assessment	⁵ Multi- criteria assessment Pending on district determination	Yes, the ESOL teacher will evaluate progress	No

³IELA - Other criteria or rationale used to exit the student:

(If a district determines through multiple measures that a student is ready to be exited --or not ready to be exited -- outside of the guidelines stated above, the district must document the rationale here.)

⁴Idaho Criteria for Exiting the LEP program:

The student tests at the overall **Fluent** level (5); and tests at the **Early Fluent** level or above

(EF+) within all domains assessed on the Idaho English Language Assessment (IELA);

AND one of the following:

Receive an IRI score of at least a 2, or an ISAT score that meets the “Basic” level;

OR

Demonstrate access to mainstream content curriculum in one of the following ways:

Elementary: Consistent proficient scores on grade level benchmark unit assessments;

Secondary: Core content area GPA (non-modified) of 2.0; or

Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

⁵WIDA

A multi- criteria assessment will be made when determining if an ELL will be classified as a Fluent English Proficient (FEP) student. This will consist of the following:

1. Teacher evaluation of general language proficiency by observing the student’s oral performance in both formal and informal settings.
2. The ESOL teacher will evaluate the progress of the student in reference to ELL skills and objectives at least annually.

Acronyms Used:**CELDT:** California English Language Development Test**CELLA:** Comprehensive English Learning Assessment**CRT:** Criterion Referenced Test**CST ELA:** California Standards Test - English Language Arts**ELP:** English language proficiency**ELPA:** English Language Proficiency Assessment**L/S:** Listening/Speaking**NI:** No information**NYSESLAT:** New York State English as a Second Language Achievement Test**R/W:** Reading/Writing**TAKS:** Texas Assessment of Knowledge and Skills**TELPAS:** Texas English Language Proficiency System**WLPT:** Washington Language Proficiency Test**ELDA:** English Language Development Assessment**IELA:** Idaho English Language Assessment**NMELPA:** New Mexico

ⁱ Approved state English language proficiency assessments are required to measure proficiency in four domains: speaking, listening, reading, and writing. For NCLB accountability purposes, states also must report a comprehension score for each student.